

Kindergarten Work Stations



Ideas compiled by:

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What is a Work Station?

Work Stations are areas in the classroom focused on different learning activities for specific academic subjects. These activities allow students opportunities to practice, reinforce and extend their learning at their own pace.

Montana State Standards for All Work Stations:

Speaking and Listening: 1.1; 1.2; 3.2

Writing : 3.2; 6.4

Work Place : 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 4.3; 6.3

Objectives for Work Stations

1. To keep children engaged and on task while the teacher is working with small group instruction or testing
2. To reinforce and enhance the basic skills required in Kindergarten

Goals for Work Stations

1. For children to make choices.
2. For children to work at their own pace.
3. For children to learn to work independently or with a partner.
4. For children to have hands-on experiences with materials.
5. For children to feel successful.

Suggested Work Station Rules:

1. ALWAYS DO YOUR BEST.
2. Only two students in a Work Station at a time.
3. Use inside voices.
4. Stay at the Work Station for the allotted time.
5. Clean up the Work Station before moving to another activity.

Assessment:

Teachers may assess student learning by observing both process and product.

Formal Assessment:

--check work

--take pictures

Informal Assessment:

--Student self check

--Teacher observation

Before using Work Stations:

According to Diller (2003), students must be 'trained' prior to being turned loose in the Work Stations. They need to know how to:

1. use the materials and equipment in each station
2. share and/ or take turns
3. put things away in their proper places
4. transition to the next activity or station

If you expect it, you must teach it! (MBI)

Work Station Basic Supplies:

- Each station needs a defined work area. This may be a desk, table, bookcase, file cabinet, etc.
- Each station needs a tote basket of basic supplies.

These include:

- 2 boxes of crayons (8 colors)
- 2 scissors
- 2 writing pencils
- 2 glue sticks

Optional: date stamp and ink pad
timer

**1. ABC/Make-a-Word Work Stations:****Montana State Standards for ABC Work Stations:**

Reading: 1.2; 2.1; 2.6; 4.1; 4.2

Objectives:

The Learner Will recognize the difference between letters and words.

TLW recognize the difference between capital and small letters.

TLW identify and isolate the initial, medial and final sounds of spoken words.

TLW name/identify each letter of the alphabet.

TLW learn and apply letter-sound correspondence.

TLW use phonological knowledge to map sounds and letters.

TLW understand that written words are composed of letters that represent sounds.

TLW recognize his/her own name and other important words.

TLW know that prints moves left- to- right.

TLW produce rhyming words and distinguish rhyming words from non-rhyming words.

ABC and/or Word Building Magnet Station

Magnetic surface (to work on)

Plastic magnetic letters
(capital and small)

Home-made magnetic letters

ABC posters, charts, borders, etc.

Word cards with pictures or word wall

Student pictures/name cards

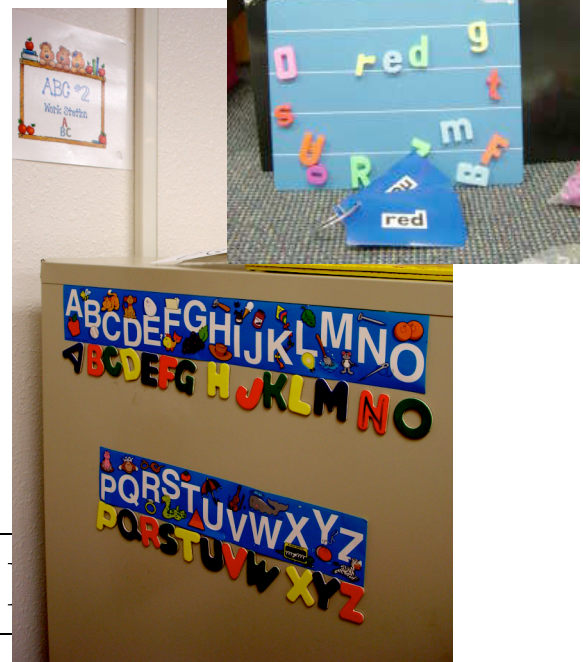
Sight words on cards

Magnetic sight words to build sentences

Alphabet books

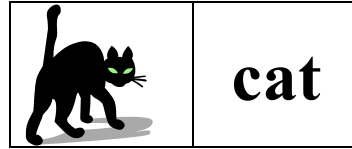
Sept. - match magnetic letters to border
or poster

Oct.- continue with above, plus add other
magnetic letters, homemade letters,
different fonts, linking letters, etc.

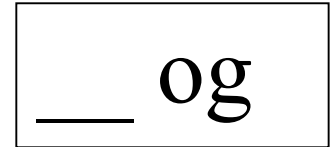


Nov.- word cards to build
(Dolch sight words, student names)

Dec.- additional words with pictures to match
the word



Jan.- words without beginning sounds
(and picture cards)



Feb.- add all reading words

March-May - continue to add words to build sentences

ABC Letter Station/Make-A-Word Station

ABC materials

- puzzles
- books
- charts, posters
- flashcards
- match-ups
(seasonal shapes)

letter arcs

(capital and small)

discovery bottles



**Suggested theme-based ideas*

Sept.- a) books, charts, puzzles, flashcards, etc.
b) ***Apples** for matching (Aa, Bb, etc.)

Oct.- all of a) above
b) * **pumpkins or spiders and webs**
c) letter arcs with plastic letters
d) font sorts

Nov.- all of a); c); and d); above
b) * **turkeys and feathers**
e) abc letter tiles with word cards
~ names of students
~ basic beginning words
▪ color names
▪ number words



Dec.- all of a); c); d); and e); above

b) * *ornaments or candy cane/stockings*



f) beginning sounds materials

Jan.- begin with Dolch sight words:

I am at the and that see is me cat of
to in was this he she it was said a had

Feb.- continue with above, adding any words from reading.

March-May: begin with “build a sentence” (rebus style)

I see the   bird.

Another Build-A-Sentence idea:



photo from www.littlegiraffes.com

Ideas for ABC Font Sorts:

matching/sorting boards

rubbings--- hot glue letters and fonts

magazine letter hunts

alpha builder letters or rubber stamps



Lakeshore Alpha Builders

curve



photo from: www.hubbardscupboard.org

Sort by:

- letters in my name/not in my name
- short letters/tall letters
- Capital letters/ small letters
- curves/straights/tails

ABC/ Make Words:

Scrabble tiles
Boggle games
Lakeshore Build-a-Word



Popcorn Words



photo from
www.littlegiraffes.com

Word Sorts:

- boy/girl names
- beginning letters
- categories
(picture and word)
- number of letters
- syllables

ABC/ Make Word Memory Games:


- Match letters
- Match capital and small letters
- Match letters and sounds
- Match sight words



photos from: www.hubbardscupboard.org

A	A
---	---

A	a
---	---

a	
---	--

the	the
-----	-----

ABC Pocket Chart:

Capital to small letter (ABC-abc) matching

- ~with borders and letter
- ~with seasonal shapes



Pocket Chart Work Station:

This is an area where students can re-create poems, nursery rhymes, finger plays, songs, etc.

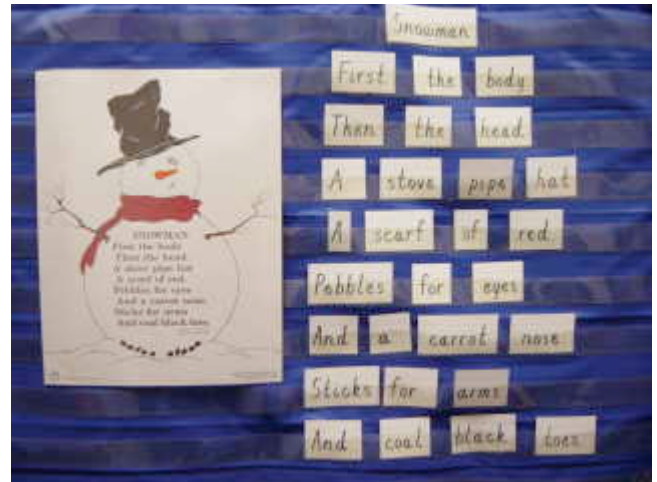
This can be done on the floor, if you don't have pocket charts. (Mini charts can be made and placed in binders- or in individual student folders.)

Pocket chart with nursery rhyme, poem, finger play, song, etc.

Rhyme (poem, etc.) words cut apart to match sentence strips

Individual student rhyme page to cut/paste/match, etc.

Books of Nursery Rhymes, Poetry, Finger plays, Songs, etc.



****suggested theme-based ideas:***

September: *Chicka Boom*
Apple Happy

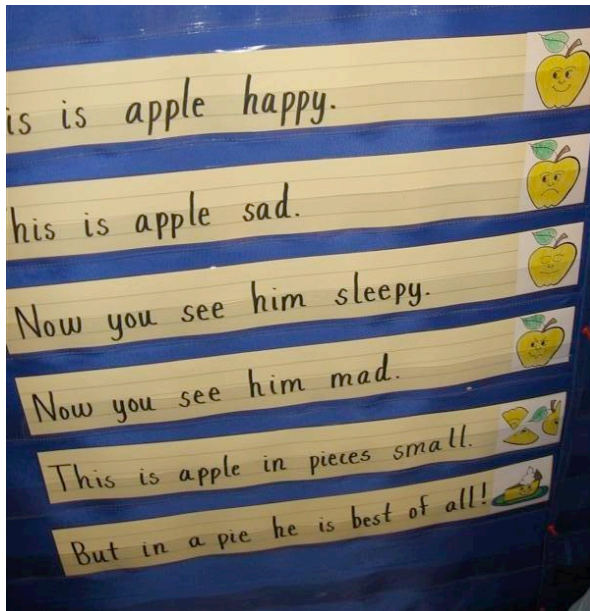
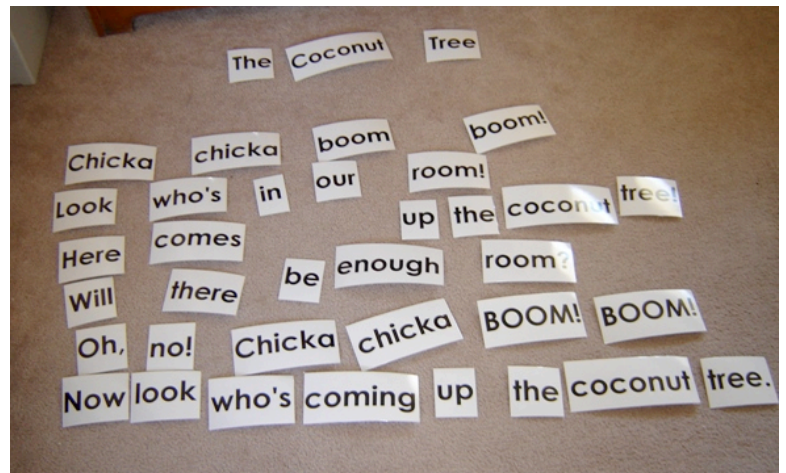


photo from: www.jmeacham.com

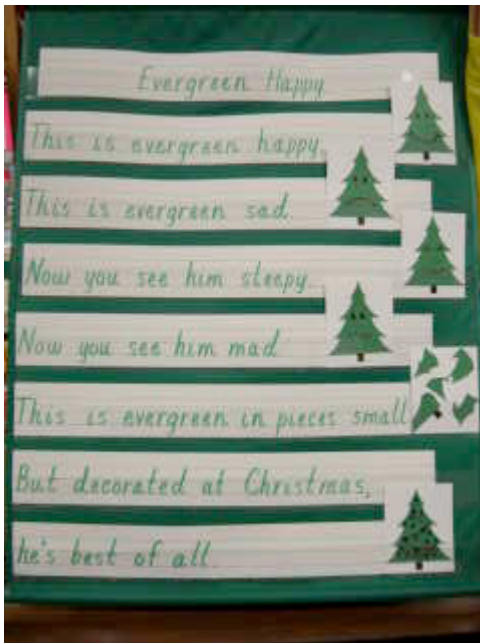


October: *Little Miss Muffett*
Pumpkin Happy
5 Little Pumpkins

Note: see www.jmeacham.com for more pocket chart poetry ideas.

November:

Scarecrow, Scarecrow
I Like
 (environmental print)



December: *Evergreen Happy*
 Christmas songs

January-May: Find poems, finger plays, songs, etc. that follow the season, holiday or theme you are teaching.



photo from: www.littlegiraffes.com

2. Writing Work Stations:

Montana State Standards for Writing Work Stations:

Reading: 1.1; 1.3; 2.1; 2.6; 4.4;

Writing: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2

Objectives:

The Learner Will write his/her own name and other important words.

TLW use phonological knowledge to map sounds to letters to write messages.

TLW write messages that move left-to-right, top-to-bottom.

TLW gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke.

TLW write labels, notes and captions for illustrations, etc.

TLW generate ideas before writing on assigned tasks.

TLW record his/her own knowledge of a topic in various ways.



Literacy Writing Work Station:

add to basic supplies:

a variety of writing tools - markers, colored pencils, jel pens, novelty pens and pencils, scented crayons (also glitter crayons, etc.)

a variety of writing papers- stationery, index cards, paper die cut shapes, lined paper, construction paper, receipt or adding machine tape, small stapled books, novelty notepads, etc.

** Print practice worksheets for the students to complete

Be sure to direct students to circle "the best letter you made on this page."

ABC print formation poster

ABC -abc tracer cards

tactile ABC's (commercial made,
home-made w/sandpaper,
raised hot glue letters)

letter print formation cards

letter stencils

wikki sticks

play dough

~abc cookie cutters, laminated ABC cards

rubber stamps

~Capital and small letters with a variety of ink stamp

pads

abc sponges and paint

magna doodle

white boards, markers and eraser

sand trays, hair jel bags

stapler



- Sept- a) letter formation of current letters taught
 b) names
 ~ stamps- *Chicka Boom* name sheet
 ~pictionary of students and names (flip book style)
 ~discovery bottle w/ student names
 (abc beads on pipe cleaner in rice bottle)
- Oct.- a) and b) -- change stamp sheet to *Spider web*
 c) add word/picture dictionary to follow ABC songs
 a- ants on an apple
 b- balls are bouncing
- Nov.- a) and b) -- add stamp page "phone book" style
 c) continue with letters introduced
- Dec.- a); c) and class book --
Santa, Santa, What Do You See?

Joe	J	o	e		
Susan	S	u	s	a	n
Mason	M	a	s	o	n
etc.					



book from: www.mrspohlmeyerskinderpage.com

Jan.- Sight word practice--

- sight word 'ring' dictionary
- "Word Wall" in a 3-ring binder
basic words- laminate sheets
(add new words with
permanent marker)
- Theme words-- make on "rings" or add pages to a binder.



Feb- May: Continue with journaling and story writing.

Write lists, letters, books.

Create an advertisement for a product or toy.

Make greeting cards.

Write the Room/ Read the Room:

Label the room with appropriate labels.

Add Native American word labels for
common room materials.

2 clipboards

variety of 'pointers'

sets of different 'glasses'

-- sunglasses with the lenses
popped out, etc.

writing materials or a journal



photo from: www.littlegiraffes.com

What the students do in this center will change with the theme based studies and/or seasonal and holiday materials added to the room décor.

Some "chores" for the students to do at this work station would include:

- Find and copy five words that contain three letters.
(four letters, five letters, more than ___ letters)
- Find and copy words that begin with the sound of _____.
(end with the sound of ____; have the sound of ____ in the word.)
- Find and copy (specify how many) classmates' names.
- Find and copy (specify how many) color words.
(number words, names of toys, places on the globe, etc.)
- Find and copy words that begin with the letters of a specific word.

example:

W	white
I	icicle
N	needle
T	tall
E	evergreen
R	reindeer

3. Math Work Stations

Montana State Standards for Math Work Stations:

Math: 1.1; 1.3; 1.4; 2.1; 2.2; 2.5; 4.1; 4.2; 5.1; 7.1.
 Reading: 4.1
 Writing: 2.2

Objectives:

The Learner Will write numbers from 0-30.

TLW practice one-to-one correspondence with a variety of materials.

TLW construct patterning sequences.

TLW develop numeration skills.

TLW practice basic addition and subtraction skills with sums to 10.

TLW use standard and non-standard units of measurement.

TLW apply mathematical concepts to real life situations. (restaurant, recipes, etc.)

Be sure to utilize **Math Their Way** (MTW) ideas and materials.

(<http://www.center.edu/NEWSLETTER/newsletter.shtml>)

Pattern Block Station:

Pattern Blocks

Pattern Block design sheets

~with designs colored

~with out designs colored

~with basic outline of design

Die cut pattern blocks

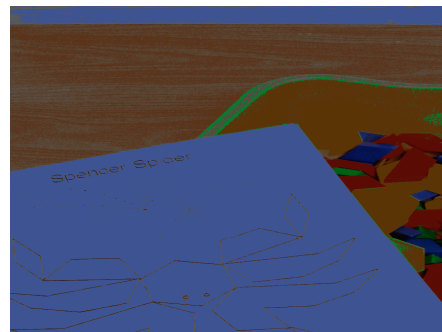
Pattern Block "walls"

Activity progression:

1. free exploration
2. re-create pattern block designs from colored pattern
 - ~ re-create pattern block designs from non-colored pattern
 - ~ re-create pattern block designs from pattern outline
 - ~re-create pattern block designs from pattern outline--
glue in die cut shapes
 - ~make own pattern block design and color or glue in shapes
3. patterning
4. graphing
 - ~handful game
 - ~spinner with shapes
 - ~dice with shapes



photo from: www.littlegiraffes.com



Unifix Cubes Station:

Unifix cubes in a variety of colors

Math Their Way materials-- *Unifix* number sticks

Activity progression:

1. free exploration
2. sorting mats
3. patterning
 - ~sequence of patterns:
AB; AAB; ABB; ABC; ABCD
 - ~build all ways cards
4. counting
 - ~counting mats
5. graphing
 - ~handful game
 - ~spinner with shapes
 - ~dice with shapes

**Numeration Station:**

1. Counting
 - counting mats
 - number match ups
 - flashcards 1-5; 1-10; 1-20; 1-30; 10's to 100
 - clothespin clip cards, clothespins
 - My Little Number books
2. Addition and Subtraction
 - puddle cards
 - My Little Book of Number Family (5) etc.
 - dice
 - ~*Add the Dice War* game
 - Each player rolls the dice twice and adds rolled numbers together.
 - The player with the highest sum wins.



- Label sets with correct numerals
- Match numerals, number words, and sets
- Identify numerals that come before, in between, or after a given numeral
- Arrange sets and numerals in numerical order from least to greatest

Number Writing Station:

Students practice forming numerals using a variety of materials:

- print formation cards
- number tracer cards
- wikki sticks
- playdough number mats
- white board, markers and eraser
- templates and stencils
- tactile numbers (commercial, homemade from sand paper or raised glue)
- sand trays
- rubber stamps



photo from: www.hubbardscupboard.com

****Place print practice worksheets in file folder (for each number to be practiced)**

Remind students to --
 “circle the best number you
 made on this sheet.”



photo from: www.mrspohlmeyerskinderpage.com

Other Math Stations:**1. Sorting/Classifying**

- ~by color
- ~by size
- ~by shape
- ~by texture, etc.

Compare sets using terms:

- ~equal
- ~more than
- ~less than

Materials:

- Junk Boxes (MTW)
- beads, erasers, lids,
- keys, macaroni, pom-poms,
- paper cutouts
- Ice cube trays
- sorting mats



photo from: www.hubbardscupboard.com

2. Shapes

~**basic shapes** (circle, square, triangle, rectangle, oval)

-matching

-tracing

~**materials:** stencils, templates, play dough mats, sewing cards

- Sort shapes
- Match shapes by comparing attributes of the shape (roundness, number of sides, number of corners)
- Identify and describe the attributes of each shape
- Trace the five basic shapes
- Cut the outlines of the five basic shapes
- Form shapes using a variety of methods (in sand, with play dough, with yarn, with rubber bands, etc.)



photo from: www.hubbardscupboard.com

3. Graphing

- Dice and recording sheets
Students roll the dice and graph result of the roll on recording sheets.
 - ~demonstrates 1-to-1 correspondence
 - ~use terms equal, more than or less than
- Graph of the Day



4. Patterning

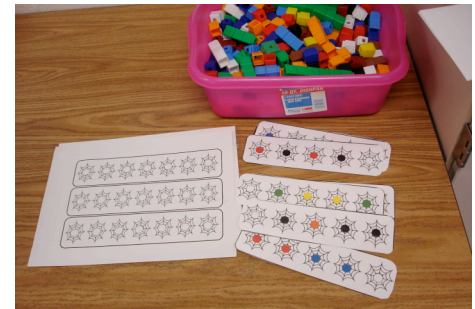
~sequence of patterns:

AB; AAB; ABB; ABC; ABCD

with: unifix cubes, pattern blocks, teddy bears, links,
junk boxes, die cut shapes, cereal (fruit loops),
dyed macaroni, etc.

* *theme based study ideas:*

September	apples
October	spiders/webs pumpkins
November	leaves feathers on the turkey
December	ornaments or lights on the Christmas tree
January	snowflakes snowmen/hat or scarf
February	hearts
March	shamrocks rainbows/pots of gold
April	easter eggs umbrella/rain drops
May	flowers



spider web patterning sticks

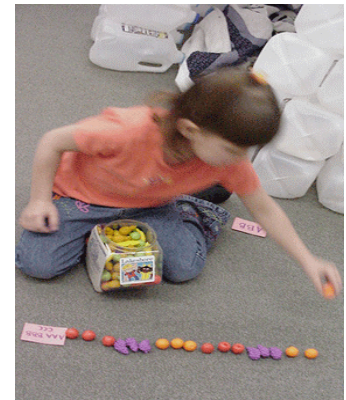


photo from:
www.littleguraffes.com

Other manipulatives:

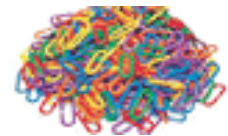
1. Teddy Bears

~patterning materials
~ Math Their Way stuff



2. Links

~patterning materials
~ Math Their Way stuff



3. Beans

~ Math Their Way stuff



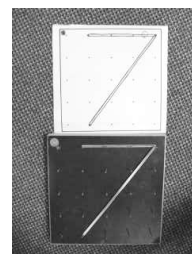
4. Blocks or Tiles

~patterning materials



5. Geoboards

~ make numbers
~recreate designs



~ *Math Their Way* stuff

6. Tangrams

~patterning materials
~recreate designs



7. Dominoes

~numbers
~addition/subtraction facts to



10

8. Beads

~patterning materials
~ *Math Their Way* stuff



9. Flash cards

~numbers
~number words
~addition/subtraction facts to 10



Other areas to explore:

~time
~money
~measurement

4. Discovery Work Station:

Montana State Standards for Discovery Work Stations:

Science: 1.1; 1.2; 3.5; 4.1; 5.1; 5.2; 5.3
 Reading: 1.2; 2.1; 4.1; 4.4
 Writing: 1.2; 1.4; 2.2; 4.1; 4.2
 Math: 1.2; 1.2; 1.3; 2.1

Objectives:

The Learner Will identify and use his/her senses as tools of observation.

TLW record his/her own knowledge of a topic in various ways.

TLW observe, describe and record changes in size, mass, color, position, quantity, time, temperature, sound and movement.

Materials: tote basket plus
 magnifying glasses -- different sizes
 science goggles
 rubber gloves
 tongs
 clipboard
 journals
 thermometer
 scale and/or balance
 measurement tools



Monthly ideas: (related to theme based studies)

September	seashells and coconuts
October	spiders pumpkins
November	leaves nuts
December	pinecones, evergreen branches 5 SENSES "stuff"
January	Snowflakes Penguins
February	Shadows-- Groundhog "Heart" -- stethoscope
March	zoo or farm related materials potatoes
April	Life cycles (spring)



Sept

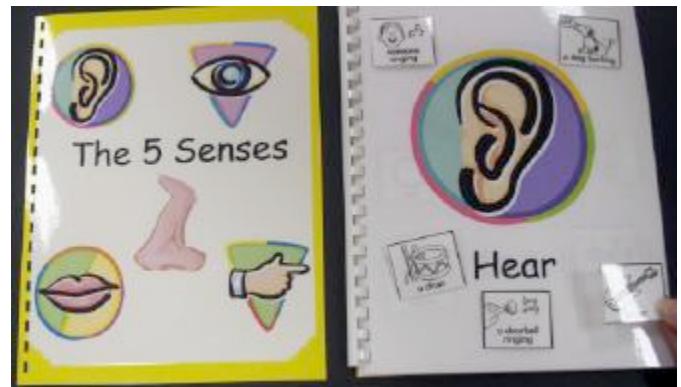


Oct

May plants



life cycles



5 senses - www.kidscount1234.com

Other ideas:

rocks
magnets
sink/float
birds, nests, eggs, feathers

DISCOVERY Bottles

- Fill water bottles with confetti, alphabet beads, and objects.
- Write the letter on the lid and hot glue the lid onto the bottle.
- Students can move the bottles around and watch the objects, name the objects, draw the objects on recording sheets shaped like bottles, and try to write the names of the items.

Examples:



Magnetic bottle



photo from: www.littlegiraffes.com



5. Library Work Stations:

Montana State Standards for Reading and Library Stations:

Reading: 1.1; 1.2; 1.3; 1.5; 2.1; 4.1; 4.4

Writing: 2.1; 2.2; 2.3; 2.4

Library Media: 1.2; 1.4; 2.3; 3.1; 3.2; 3.3; 4.2

Technology: 1.2; 2.2

Objectives:

The Learner Will recognize that print represents spoken language.

TLW know that print moves left-to-right, top-to-bottom.

TLW understand that written words are separated by spaces.

TLW recognize how readers use capitalization and punctuation to comprehend.

TLW use prior knowledge to anticipate meaning/make sense of texts.

TLW recognize works of fiction and non-fiction.

TLW be introduced to a variety of reading materials to develop an understanding of current events.

TLW respond to reading material. (drawing, journaling, etc.)

Reading Work Station:

Wide genre of books, fiction and non-fiction

Comic books, joke books,
student made books,
cookbooks, etc.

Leveled Books

Newspapers, magazines

Journal response notebook



Listening Work Station:

Books and materials
on tape or CD

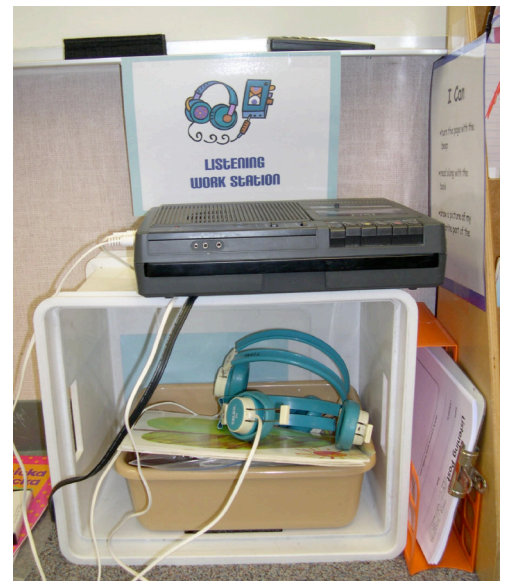
Tape or CD player

Head Phones

Journal response
notebook

Idea:

Send home a book,
cassette tape and
recorder for parents to
“read” a story to



add to the center.

6. Art Work Station

Montana State Standards for Art Work Station:

Art: 1.1; 1.3; 1.4; 3.5; 5.1; 5.2; 5.6; 6.2

Reading: 1.2

Objectives:

The Learner Will identify colors, textures, forms and subjects in the environment.

TLW create art works using a variety of colors, forms and lines.

TLW develop manipulative skills when drawing, painting, print making and constructing art works using a variety of materials and media.

TLW identify simple subjects expressed in art works.

Materials:

Easel

variety of materials and media

finger paints, water colors, tempera paint, colored pencils, markers, crayons, play dough, clay, etc.

scissors

glue

tape



Here are some suggestions:

- September: apple paper plate art
Native American project
- October: pumpkin easel art
Halloween art
- November: turkey easel art
Sunset paint "wash" project
- December: gingerbread easel art
Christmas ornament
- January: penguin easel art
snowflakes
- February: Valentine cards
patriotic weaving
- March: shamrock easel art
zoo or farm related art project
- April: bunny easel art
Easter egg paint "wash" project
- May: Mother's Day card



7. Dramatic Play Work Station

Montana State Standards for Dramatic Work Stations:

Reading: 1.2; 1.3; 1.4; 1.5; 2.2; 4.1; 4.4
 Speaking/Listening: 2.4; 3.6
 Art: 1.1; 1.3; 1.4; 2.6; 3.1; 3.5; 4.2; 6.4

Objectives:

The Learner Will retell main ideas and/or supporting details using a variety of materials.
TLW recognize feelings of others.
TLW verbalize ideas and concepts while advancing language development and enhancing imagination.
TLW act out real-life and make believe situations.

Materials:

Puppet stage/ area

Puppets:

- finger puppets
- sock puppets
- stick puppets
- glove puppets

Dolls

Stuffed Animals



This station could also contain a well defined theme based area:



Other ideas: Flower Shop, Tractor Supply Store, Pizza Place, Fast Food Restaurant, etc.

8. Puzzles and Games Work Station

Montana State Standards for Puzzles and Games Work Stations:

Reading:	1.5; 2.1
Math:	1.1; 2.5; 6.4
Science:	3.1
Health:	2.1; 2.2; 2.3; 4.1
Social Studies:	1.1; 1.3

Objectives:

The Learner Will develop problem solving strategies.

TLW increase critical thinking skills.

TLW exercise small motor skills and develop eye-hand coordination.



Materials:

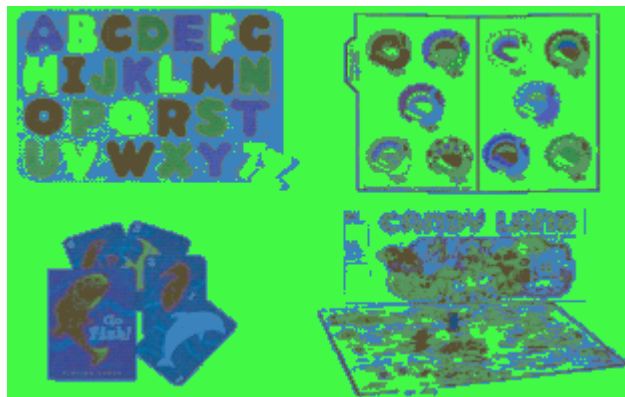
Variety of puzzles

- board
- foam
- floor
- box
- paper puzzle worksheets

Variety of games

- ~ Chutes and Ladders©
- ~ Candyland©
- ~ memory/ concentration
- ~ checkers
- ~ cards

Teacher created file folder games



9. Seasonal Work Station:

This station creates an ever-changing center that coordinates and integrates seasonal and/or holiday related activities to the academic areas of the curriculum.

Montana State Standards for Seasonal Work Stations:

Reading:	1.1; 2.1; 2.6
Library Media:	1.1; 1.2
Art:	1.4
Writing:	1.2; 1.4; 2.2
Science:	3.1
Math:	1.1; 1.4

Objectives:

The Learner Will retell key events in sequence.

TLW name/identify words located on the word wall.

TLW interact with a variety of theme based study materials to reinforce and enhance basic skills.

September



October



Some ideas:

September:	ocean, <i>Chicka Boom</i> , apples, leaves
October:	spiders, bats, pumpkins
November:	Thanksgiving, turkey, nutrition
December:	Christmas, gingerbread, 5 senses
Winter:	penguins, snow, mittens
February:	friendship, patriotic
March:	zoo or farm
April:	Easter, Life Cycles
May:	summer safety

10. Computer/ Technology Work Station

Montana State Standards for Computer Work Stations:

Technology:	1.2; 2.2; 3.2; 4.1
Reading:	1.1; 1.4
Math:	1.1
Library Media:	2.3; 4.2



Objectives:

The Learner Will use software programs with audio, visual and/or graphics to enhance learning experiences.

TLW enhance fine motor skills.

TLW follow acceptable use policy when using computers.

TLW develop “mouse” control when using computers.

TLW will use the computer as a learning tool.

Materials:

Computer with headphones

age appropriate software programs

electronic games (*Leap Frog Phonics*©)



Ideas for these Work Stations were borrowed from a variety of sources, including:

Diller, Debbie, 2003, Stenhouse Publications: *Literacy Work Stations*
ISBN: 1571103538

<http://jmeacham.com>

<http://kidscount1234.com>

<http://nellieedge.com>

<http://www.abc123kindergarten.com/lindaholliman.html>

<http://www.canteach.ca/elementary/mathcentres.html>

<http://www.hubbardscupboard.org>

<http://www.lakeshorelearning.com>

<http://www.littlegiraffes.com>

<http://www.pre-kpages.com>

http://www.preschoolexpress.com/theme_station.shtml

<http://www.thevirtualvine.com/workstations.html>

Some suggested materials /downloads for Work Stations:

easel art: www.makinglearningfun.com

Discovery bottles: <http://www.mrspohlmeyerskinderpage.com/discoverybottles.htm>

Printables: <http://barrbunch.com/teacherindex.html>
<http://www.dltk-teach.com/alphabuddies/index.html>
<http://www.earlychildhoodprintables.com/free.html>
<http://www.first-school.ws>
<http://www.kellyskindergarten.com>
<http://www.kinderprintables.com>

Printable emergent readers:
<http://www.marcias-lessonlinks.com/VeryEmergentReaders.html>

Pocket chart poems/stories: <http://www.jmeacham.com/shared.reading.htm>

Word/picture cards: www.bumblebee.com/downloads/Vol1flashcards.pdf
www.amihome.com/rrca

